



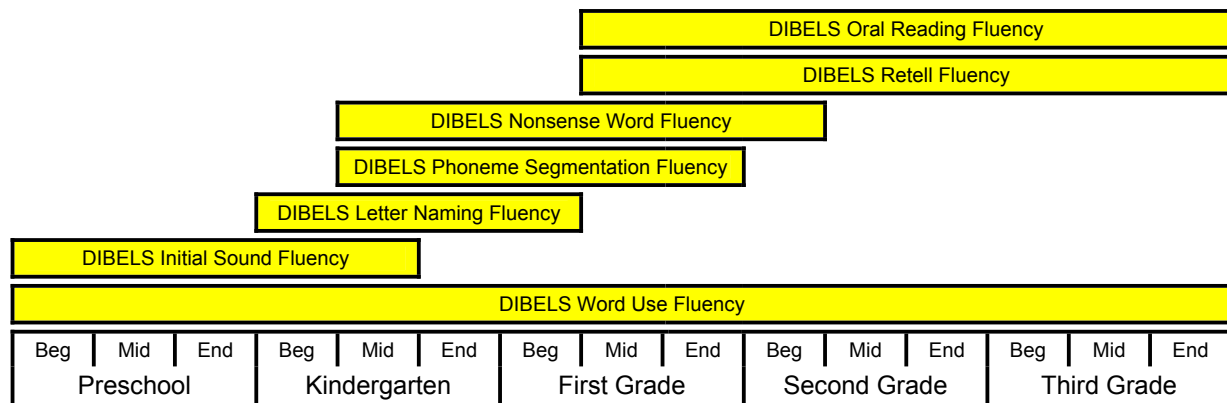
Oral Reading Fluency

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Dynamic Indicators of Basic Early Literacy Skills™ 6th Edition

DIBELS™



Administration and Scoring Guide

Edited By:
Roland H. Good III
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University of Oregon

Available:
<http://dibels.uoregon.edu/>

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Dynamic Indicators of Basic Early Literacy Skills (DIBELS) 6th Edition

Edited by
Roland H. Good III & Ruth A. Kaminski
University of Oregon

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Letter Naming Fluency

Ruth A. Kaminski and Roland H. Good III

Based on previous research by Marston and Magnusson (1988). Supported by the U.S. Department of Education grant H023B90057.

Initial Sound Fluency

Roland H. Good III, Deborah Laimon, Ruth A. Kaminski, and Sylvia Smith

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Roland H. Good III, Ruth Kaminski, and Sylvia Smith

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Roland H. Good III, Ruth A. Kaminski, and Sheila Dill

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Word Use Fluency

Roland H. Good III, Ruth A. Kaminski, and Sylvia Smith

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DIBELS™ Oral Reading Fluency¹
Dynamic Indicators of Basic Early Literacy Skills™ 5th Ed.
University of Oregon

Directions for Administration and Scoring

Target Age Range

DIBELS Oral Reading Fluency														
Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End
Preschool			Kindergarten			First Grade			Second Grade			Third Grade		

Oral Reading Fluency is intended for most children from mid first grade through third grade. The benchmark goals are 40 in spring of kindergarten, 90 in spring of second grade, and 110 in the spring of third grade. Students may need intensive instructional support if they score below 10 in spring of first grade, 50 in spring of second grade, and 70 in spring of third grade.

Description

DIBELS™ Oral Reading Fluency (DORF) is a standardized, individually administered test of accuracy and fluency with connected text. The DORF passages and procedures are based on the program of research and development of Curriculum-Based Measurement of reading by Stan Deno and colleagues at the University of Minnesota and using the procedures described in Shinn (1989). A version of CBM Reading also has been published as The Test of Reading Fluency (TORF) (Children's Educational Services, 1987). DORF is a standardized set of passages and administration procedures designed to (a) identify children who may need additional instructional support, and (b) monitor progress toward instructional goals. The passages are calibrated for the goal level of reading for each grade level. Student performance is measured by having students read a passage aloud for one minute. Words omitted, substituted, and hesitations of more than three seconds are scored as errors. Words self-corrected within three seconds are scored as accurate. The number of correct words per minute from the passage is the oral reading fluency rate.

A series of studies has confirmed the technical adequacy of CBM Reading. Test-retest reliabilities for elementary students ranged from .92 to .97; alternate-form reliability of different reading passages drawn from the same level ranged from .89 to .94 (Tindal, Marston, & Deno, 1983). Criterion-related validity studied in eight separate studies in the 1980s reported coefficients ranging from .52 - .91 (Good & Jefferson, 1998).

Materials: Student copy of passage; examiner copy, clipboard, stopwatch; colored scoring pen.

Directions for Administration

1. Place the reading passage in front of the student.

Good, R. H., & Kaminski, R. A., & Dill, S. (2001). DIBELS Oral Reading Fluency. In R. H. Good & R. A. Kaminski (Eds.), Dynamic Indicators of Basic Early Literacy Skills (5th ed.). Eugene, OR: Institute for the Development of Educational Achievement. Available: <http://dibels.uoregon.edu/>.

2. Place the examiner copy on clipboard and position so that the student cannot see what you record.
3. Say these specific directions to the student:

When I say begin start reading aloud at the top of the page (point). Read across the page (point). Try to read each word. If you come to a word you don't know, I'll tell it to you. Be sure to do your best reading. Ready, begin.

4. Start your stopwatch when the student says the first word of the passage. The title is not counted. If the student fails to say the first word after 3 seconds, tell them the word and mark it as incorrect, then start your stopwatch.
5. Follow along on the examiner copy of the probe. Put a slash (/) over words read incorrectly.
6. The maximum time for each word is 3 seconds. If the student does not provide the word within 3 seconds, say the word and mark the word as incorrect.
7. At the end of **1 minute**, place a bracket (]) after the last word provided by the student and say **“Stop.”** Record the total number of words read correctly on the bottom of the scoring sheet.
8. Score reading passages immediately after administration.

Directions for Scoring

1. Discontinue Rule. If the student does not read any words correctly in the first row, discontinue the task and record a score of 0.
2. Hesitate or struggle with words. If a student hesitates or struggles with a word for 3 seconds, tell the student the word and mark the word as incorrect. If necessary, indicate for the student to continue with the next word.

Passage	Student Says	Scoring Procedure	Correct Words / Total Words
I have a goldfish.	“I have a ... (3 seconds)”	I have a goldfish .	<u>3</u> /4

3. Hyphenated words. Hyphenated words count as two words if both parts can stand alone as individual words. Hyphenated words count as one word if either part cannot stand alone as an individual word.

Passage	Number of Words
I gave Ben a red yo-yo.	6
We did push-ups, pull-ups, and sit-ups.	9

4. Numerals. Numerals must be read correctly in the context of the sentence.

Passage	Student Says	Scoring Procedure	Correct Words / Total Words
My father is 36.	“My father is thirty-six.”	My father is 36.	<u>4</u> /4
My father is 36.	“My father is three six.”	My father is 36 .	<u>3</u> /4
I am 6 years old.	“I am six years old.”	I am 6 years old.	<u>5</u> /5

5. Mispronounced words. A word is scored as correct if it is pronounced correctly in the context of the sentence. If the word is mispronounced in the context, it is scored as an error.

Passage	Student Says	Scoring Procedure	Correct Words / Total Words
Dad read the paper.	“Dad reed the paper.” (i.e., long e)	Dad read the paper.	<u>3</u> /4
I ate too much.	“I eat too much.”	I ate too much.	<u>3</u> /4

6. Self Corrections. A word is scored as correct if it is initially mispronounced but the student self corrects within 3 seconds. Mark SC above the word and score as correct.

Passage	Student Says	Scoring Procedure	Correct Words / Total Words
Dad read the paper.	“Dad reed ... red the paper.” (i.e., self-corrects to short e)	Dad ^{SC} read the paper.	<u>4</u> /4

7. Repeated Words. Words that are repeated are not scored as incorrect and are ignored in scoring.

Passage	Student Says	Scoring Procedure	Correct Words / Total Words
I have a goldfish.	“I have a ... I have a goldfish.”	I have a goldfish.	<u>4</u> /4

8. Articulation and dialect. The student is not penalized for imperfect pronunciation due to dialect, articulation, or second language interference. For example, if the student consistently says /th/ for /s/, and reads “rest” as “retht,” he or she should be given credit for a correct word. This is a professional judgment and should be based on the student’s responses and any prior knowledge of his/her speech patterns.

Passage	Student Says	Scoring Procedure	Correct Words / Total Words
It is time for a rest.	“It is time for a retht.” (articulation)	It is time for a rest.	<u>6</u> /6
We took the short cut.	“We took the shot cut.” (dialect)	We took the short cut.	<u>5</u> /5

9. Inserted words. Inserted words are ignored and not counted as errors. The student also does not get additional credit for inserted words. If the student frequently inserts extra words, note the pattern at the bottom of the scoring page.

Passage	Student Says	Scoring Procedure	Correct Words / Total Words
It is time for a rest.	"It is time for a long rest."	It is time for a rest.	<u>6</u> /6
I ate too much.	"I ate way too much."	I ate too much.	<u>4</u> /4

10. Omitted words. Omitted words are scored as incorrect.

Passage	Student Says	Scoring Procedure	Correct Words / Total Words
It is time for a rest.	"It is time for rest."	It is time for / rest.	<u>5</u> /6
I ate too much.	"I ate much."	I ate too much.	<u>3</u> /4

11. Word Order. All words that are read correctly but in the wrong order are scored as incorrect.

Passage	Student Says	Scoring Procedure	Correct Words / Total Words
The ice cream man comes.	"The cream ice man comes."	The ice cream man comes.	<u>3</u> /5
I ate too much.	"I too ate much."	I ate too much.	<u>2</u> /4

12. Abbreviations. Abbreviations should be read in the way you would normally pronounce the abbreviation in conversation. For example, TV could be read as "teevee" or "television" but Mr. would be read as "mister."

Passage	Student Says	Scoring Procedure	Correct Words / Total Words
May I watch TV?	"May I watch teevee?"	May I watch TV?	<u>4</u> /4
May I watch TV?	"May I watch television?"	May I watch TV?	<u>4</u> /4
My teacher is Mr. Smith.	"My teacher is mister Smith."	My teacher is Mr. Smith.	<u>5</u> /5
My teacher is Mr. Smith.	"My teacher is 'm' 'r' Smith."	My teacher is Mr. Smith.	<u>4</u> /5

DIBELS® Oral Reading Fluency — Assessment Integrity Checklist

Directions: As the observer, please observe setup and directions, time and score the test with the examiner, check examiner's accuracy in following procedures, and decide if examiner passes or needs more practice.

Fine	Needs Practice	Check box to indicate Fine or Needs Practice
<input type="checkbox"/>	<input type="checkbox"/>	1. Performs standardized directions verbatim: <i>When I say, "begin," start reading aloud at the top of the page. Read across the page. Try to read each word. If you come to a word you don't know, I'll tell it to you. Be sure to do your best reading. Ready, begin.</i>
<input type="checkbox"/>	<input type="checkbox"/>	2. Holds clipboard and stopwatch so student cannot see what he/she records.
<input type="checkbox"/>	<input type="checkbox"/>	3. Starts stopwatch after student says the first word of the passage.
<input type="checkbox"/>	<input type="checkbox"/>	4. For first word, waits 3 seconds for student to read the word. After 3 seconds, says the correct word, starts the stopwatch, and scores the first word as incorrect.
<input type="checkbox"/>	<input type="checkbox"/>	5. For all words, if student hesitates or struggles with a word for 3 seconds, says the correct word and scores the word as incorrect.
<input type="checkbox"/>	<input type="checkbox"/>	6. Puts a slash through words read incorrectly.
<input type="checkbox"/>	<input type="checkbox"/>	7. Follows discontinue rule if student does not get any words correct in first line of text.
<input type="checkbox"/>	<input type="checkbox"/>	8. At the end of 1 minute, places a bracket (]) after the last word provided and says "stop."
<input type="checkbox"/>	<input type="checkbox"/>	9. Records the number of correct words.
<input type="checkbox"/>	<input type="checkbox"/>	10. Shadow score with the examiner. Is he/she within 2 points on the final score?

DIBELS® Approved Accommodations

Good, R. H., & Kaminski, R. A.

Dynamic Indicators of Basic Early Literacy Skills, 6th Edition

Administration and Scoring Guide (2002)

Institute for the Development of Educational Achievement

Eugene, Oregon

Available: <http://dibels.uoregon.edu/>

The purpose of accommodations is to facilitate assessment for children for whom a standard administration may not provide an accurate estimate of their skills in the core early literacy skill areas. Assessment and accommodations to assessment should be consistent with the primary goal of accurately estimating the child's skills in phonemic awareness, phonics or alphabetic principle, accuracy and fluency with connected text, reading comprehension, and vocabulary development.

DIBELS® approved accommodations are accommodations that are unlikely to change substantially the meaning or interpretation of scores on the measures or the target skill being assessed by the measure. When DIBELS® approved accommodations are used, the regular DIBELS® interpretation guidelines apply, and the scores can be entered into the DIBELS® Data System for reporting and interpretation. The “Tested with DIBELS® Approved Accommodations” box should be checked in the student demographics section (**note: Florida Reading First schools will not be using the DIBELS® data system. Scores will be entered into the FCRR Progress Monitoring and Reporting Network**).

When the DIBELS® assessments are administered in ways different from both a DIBELS® standard administration and the DIBELS® approved accommodations, the administration would be considered a nonstandard administration and the resulting scores cannot be interpreted with the DIBELS® interpretive and reporting procedures. Scores from a nonstandard administration using unapproved accommodations should not be entered into the DIBELS® Data System for reporting and analysis. For example, extended time or un-timed administration would *not* be a DIBELS® Approved Accommodation. For the DIBELS® measures, fluency is an integral aspect of the construct being assessed. Scores from an un-timed administration would not be comparable or interpretable with the procedures for reporting and interpreting DIBELS® scores.

An interventionist may elect to administer the DIBELS® in an un-timed way, but the scores should not be entered into the DIBELS® Data System, the reliability and validity data for DIBELS® would not be applicable, and the benchmark goals would not be relevant or appropriate.

Changes in Test Administration and Scoring that are Not Approved Accommodations

Timing. Changes in the timing of DIBELS® assessments or un-timed administrations are not approved accommodations. If the DIBELS® measures are administered under un-timed conditions or with extended time, the scores should not be entered into the DIBELS® Data System. In addition, the research establishing the reliability and validity of the measures would not apply to un-timed or extended time administrations. In addition, the scoring guidelines for interpreting level of risk and for making instructional recommendations would not apply.

Approved Accommodations for Retesting and Test-Teach-Test

	ISF	PSF	NWF	DORF	LNF	WUF
A powerful accommodation for students who experience a variety of difficulties is to repeat the assessment under different conditions or with different testers. Retesting should take place on different days with different probes under different conditions that are considered to potentially impact student performance. The median of the three most recent assessments should be used as the best indicator of the student's skills.	X	X	X	X	X	X
Response to instruction is a second, powerful accommodation for students who experience a variety of difficulties. Repeated assessment on different days with different probes in the context of explicit instruction on the target skills. The target skills are phonemic awareness, phonics, and accuracy and fluency with text. The target skills should be explicitly taught; under no conditions should the specific items on a probe be explicitly taught. The median of the three most recent assessments should be used as the best indicator of the student's skills.	X	X	X	X	X	X
Approved Accommodations for Setting and Tester	ISF	PSF	NWF	DORF	LNF	WUF
The student may be tested in an alternate setting. For example, a special room with minimal distractions, complete quiet, or enhanced or specialized lighting.	X	X	X	X	X	X
The student may be tested with a familiar person, interpreter, specialist, or other facilitator present. The familiar person or interpreter may assist in supporting the student and the tester to obtain an accurate estimate of the student's skills.	X	X	X	X	X	X
The student may be tested by a tester who is familiar with the student's language and communicative strategies and with whom the student is comfortable. For example, the student's teacher, or an aide especially familiar to the student, or even the student's parent. In all cases, the tester must receive appropriate training, observation, and supervision.	X	X	X	X	X	X
The student may be tested by a professional with relevant specialized training. For example, a student with severe articulation difficulty might be tested by a Speech-Language Pathologist. In this case, appropriate training is essential.	X	X	X	X	X	X

Approved Accommodations for Directions

	ISF	PSF	NWF	DORF	LNF	WUF
The practice item may be repeated or one additional example may be provided.	X	X	X			X
If necessary, the child can be provided with a lead example in addition to the model example. "The sounds in 'sam' are /s/ /a/ /m/. Do it with me, /s/ /a/ /m/."	X	X	X			
The student's understanding of directions can be checked. For example, the student can be asked to repeat or summarize the directions.	X	X	X	X	X	X
The directions can be provided in a manner more accessible to the student. For example, directions can be provided in sign language for a student who would be more comfortable with sign than verbal directions. A student with limited English proficiency may be provided with the directions in their primary language. For example, to assess a student's early literacy skills in English, directions for the task may be provided in Spanish and stimulus items presented in English.	X	X	X	X	X	X

Approved Accommodations for Stimulus Materials

	ISF	PSF	NWF	DORF	LNF	WUF
Large print or an enlarged edition of stimulus materials may be used.	X		X	X	X	
Closed-circuit TV for enlargement of print and picture stimuli is appropriate if necessary to enhance performance for students with low vision.	X		X	X	X	
Colored overlays, filters, or lighting is appropriate if vision and performance is enhanced.	X		X	X	X	
If a student has sufficient skills with Braille, a Braille edition of stimulus materials may be used. A Braille edition of materials is being developed. Scores for the Braille edition may not be directly comparable to the non-Braille edition.			X	X	X	
An alternate typeface for stimulus materials may be used. For example, a frequently encountered typeface for most print and reading materials used in first and second grade is a 'Times' typeface. The target of any typeface is one that would be used in reading material in first grade.			X	X	X	
Stimulus materials may be printed in color for ease of identification and use.	X					

**Approved Accommodations
for Stimulus Materials (continued)**

	ISF	PSF	NWF	DORF	LNF	WUF
Alternate pictures of the target words may be used if pictures that are more familiar to the student are available. The target word should not be changed.	X					
If the words in the Initial Sound Fluency are unfamiliar vocabulary for the student, the student can be asked to repeat the words associated with each picture. For example, "This is 'mouse.' What is this? This is 'flowers.' What is this? This is 'pillow.' What is this? This is 'letters.' What is this?"	X					
If the words used in the Initial Sound Fluency are unfamiliar vocabulary for the student, the vocabulary can be taught prior to the administration of the measure. The words selected for the ISF measure are drawn from written materials appropriate for first and second grade students, so students can be expected to encounter the words in their reading.	X					
Amplification or a direct-sound system from tester to student is appropriate if it will facilitate the hearing of directions or test stimuli.	X	X	X	X	X	X

**Approved Accommodations
for Student Responses**

	ISF	PSF	NWF	DORF	LNF	WUF
If necessary to facilitate student response, the student or tester may have a marker or ruler under a line of text or items in order to focus attention. This accommodation should only be used if necessary to evoke a response. In a standard administration, if the student skips a row, the row is not counted or penalized, and instructionally relevant information on the student's tracking skills is obtained.			X	X	X	
The student may respond using a preferred or their strongest mode of communication. For example, the student may sign, use a word board, or computer to use a word or read a passage. The tester should make a professional judgement regarding the fluency of response. If the student's fluency is affected by the accommodation, then the standard scoring rules should not be applied.				X		X



Practice: Student #1

Oral Reading Fluency

When I say "begin," start reading aloud at the top of the page (point). Read across the page (point). Try to read each word. If you come to a word you don't know, I'll tell it to you. Be sure to do your best reading. Ready, begin.

Riding the Bus to School

I ride a big yellow bus to school. I stand on the corner of our	15
street with my friends and we wait for the bus. My friend's	27
grandma waits with us. When it's raining, she holds an umbrella	38
to keep us dry. Sometimes when it's cold she brings us hot	50
chocolate.	51
I leave my house to walk to the bus stop after my parents go	65
to work. I watch the clock so I know when to leave. Sometimes	78
mom phones me from her office to remind me. Sometimes she	89
can't call, so I have to be sure to watch the time.	101
Our bus driver puts his flashing yellow lights on and then	112
stops right next to us. When he has stopped he turns the red	125
lights on so all the cars will stop. He makes sure we are all	139
sitting down before he starts to go. He watches out for us very	152
carefully.	153
My friends and I are the first ones to be picked up by the bus.	168
We like to sit right behind the bus driver and watch while he	181
picks up all the other kids. We know where everyone lives. By	193
the time we get to our school, the bus is almost full. Sometimes	206
the kids get noisy and the driver has to remind us to keep it	220
down. He says their noise makes it hard for him to concentrate	232
and drive safely. I am glad that our bus driver is so careful.	245

Words Attempted _____
Errors _____
Words Read Correctly _____



Practice: Student #2

Oral Reading Fluency

When I say "begin," start reading aloud at the top of the page (**point**). Read across the page (**point**). Try to read each word. If you come to a word you don't know, I'll tell it to you. Be sure to do your best reading. Ready, begin.

Open House at My School

We had open house at my school last week. My whole family
went, my mom, my grandma, and I. We sat together at my table
in my room. It was a tight squeeze for my mom and grandma,
but they made it. My class has second and third graders in it.
Some of my friends were there and their families came, too. My
best friend was there. His stepfather and mother sat with him at
his table. They took up the whole table because his little brother
came along. I waved at him.

My other friend and her big sister came, too. Their family
had two classes to visit at the same time because her brother goes
to my school, too. Her mom went to her brother's room, and her
big sister came to her room.

I like my teacher a lot. Our room looked really nice. Our
teacher had been saving all of our best penmanship and
drawings. They were hung all over the walls. My grandmother
could tell right away which ones were mine. She used to be an
artist. She says I take after her.

My teacher told all the parents how important it is for them
to make sure we do our homework. He said anytime they have
questions about us they can talk to him. Afterwards he talked to
my mom and me. He said what a good job I was doing and my
mom gave me a big hug when we left.

Words Attempted _____
Errors _____
Words Read Correctly _____



Practice: Student #3

Oral Reading Fluency

When I say "begin," start reading aloud at the top of the page (point). Read across the page (point). Try to read each word. If you come to a word you don't know, I'll tell it to you. Be sure to do your best reading. Ready, begin.

Twins

Six years ago my family grew from two people to four	11
people in one day. That was the day my sister and I were born.	25
That was the day Mom and Dad had to start buying two of	38
everything. My mom and dad say we were much more than	49
twice the work of one baby. They also said we gave back more	62
than twice as much love and fun.	69
We look just alike because we are identical twins, but we	80
don't act just the same. My sister likes peas and beans and I hate	94
them. I like grape juice and she likes apple juice. She likes to	107
read. I would rather climb a tree than read a book.	118
Mom and Dad are the only ones who can tell us apart when	131
we dress the same. They know the secret. I have a mole on my	145
ear and my sister doesn't. We look so much alike that we can	158
even fool Grandma and Grandpa.	163
It's nice to be a twin sometimes. We always have someone	174
our own age who will share our secrets. Sometimes we don't	185
want to share everything. Sometimes it is nice to have my mom	197
or my toys all to myself. Dad says we aren't really that much	210
alike because no person is exactly like everyone else.	219

Words Attempted _____
Errors _____
Words Read Correctly _____



Riding the Bus to School

I ride a big yellow bus to school. I stand on the corner of our street with my friends and we wait for the bus. My friend's grandma waits with us. When it's raining, she holds an umbrella to keep us dry. Sometimes when it's cold she brings us hot chocolate.

I leave my house to walk to the bus stop after my parents go to work. I watch the clock so I know when to leave. Sometimes mom phones me from her office to remind me. Sometimes she can't call, so I have to be sure to watch the time.

Our bus driver puts his flashing yellow lights on and then stops right next to us. When he has stopped he turns the red lights on so all the cars will stop. He makes sure we are all sitting down before he starts to go. He watches out for us very carefully.

My friends and I are the first ones to be picked up by the bus. We like to sit right behind the bus driver and watch while he picks up all the other kids. We know where everyone lives. By the time we get to our school, the bus is almost full. Sometimes the kids get noisy and the driver has to remind us to keep it down. He says their noise makes it hard for him to concentrate and drive safely. I am glad that our bus driver is so careful.



Open House at My School

We had open house at my school last week. My whole family went, my mom, my grandma, and I. We sat together at my table in my room. It was a tight squeeze for my mom and grandma, but they made it. My class has second and third graders in it. Some of my friends were there and their families came, too. My best friend was there. His stepfather and mother sat with him at his table. They took up the whole table because his little brother came along. I waved at him.

My other friend and her big sister came, too. Their family had two classes to visit at the same time because her brother goes to my school, too. Her mom went to her brother's room, and her big sister came to her room.

I like my teacher a lot. Our room looked really nice. Our teacher had been saving all of our best penmanship and drawings. They were hung all over the walls. My grandmother could tell right away which ones were mine. She used to be an artist. She says I take after her.

My teacher told all the parents how important it is for them to make sure we do our homework. He said anytime they have questions about us they can talk to him. Afterwards he talked to my mom and me. He said what a good job I was doing and my mom gave me a big hug when we left.



Twins

Six years ago my family grew from two people to four people in one day. That was the day my sister and I were born. That was the day Mom and Dad had to start buying two of everything. My mom and dad say we were much more than twice the work of one baby. They also said we gave back more than twice as much love and fun.

We look just alike because we are identical twins, but we don't act just the same. My sister likes peas and beans and I hate them. I like grape juice and she likes apple juice. She likes to read. I would rather climb a tree than read a book.

Mom and Dad are the only ones who can tell us apart when we dress the same. They know the secret. I have a mole on my ear and my sister doesn't. We look so much alike that we can even fool Grandma and Grandpa.

It's nice to be a twin sometimes. We always have someone our own age who will share our secrets. Sometimes we don't want to share everything. Sometimes it is nice to have my mom or my toys all to myself. Dad says we aren't really that much alike because no person is exactly like anyone else.

DIBELS® Risk Levels Chart *

	Kindergarten				First Grade				Second Grade				Third Grade			
	Fall	Winter	Spring		Fall	Winter	Spring		Fall	Winter	Spring		Fall	Winter	Spring	
Initial Sound Fluency	1	2	3		1	2	3		1	2	3		1	2	3	
	0 - 3	0 - 9	HR													
	4 - 7	10 - 24	MR													
	8 - 11	25 - 33	LR													
	12+	34+	AA													
Letter Naming Fluency	0 - 1	0 - 14	0 - 28		0 - 24											
	2 - 7	15 - 26	29 - 39		25 - 36											
	8 - 16	27 - 35	40 - 49		37 - 46											
	17+	36+	50+		47+											
		0 - 6	0 - 9		0 - 9	0 - 9	0 - 9		HR							
Phoneme Segmentation Fluency		7 - 17	10 - 34		10 - 34	10 - 34	10 - 34		MR							
		18 - 33	35 - 47		35 - 41	35 - 49	35 - 54		LR							
		34+	48+		42+	50+	55+		AA							
		0 - 4	0 - 14		0 - 12	0 - 29	0 - 29		0 - 29	0 - 29	0 - 29		HR			
		5 - 12	15 - 24		13 - 23	30 - 49	30 - 49		30 - 49	30 - 49	30 - 49		MR			
Nonsense Word Fluency		13 - 21	25 - 34		24 - 31	50 - 54	50 - 71		50 - 71	50 - 71	50 - 71		LR			
		22+	35+		32+	55+	72+		72+	72+	72+		AA			
			HR		0 - 1	0 - 7	0 - 19		0 - 25	0 - 51	0 - 69		0 - 52	0 - 66	0 - 79	
			MR		2 - 6	8 - 19	20 - 39		26 - 43	52 - 67	70 - 89		53 - 76	67 - 91	80 - 109	
			LR		7+	20 - 33	40 - 64		44 - 65	68 - 89	90 - 108		77 - 96	92 - 109	110 - 128	
Oral Reading Fluency			AA		N/A	34+	65+		66+	90+	109+		97+	110+	129+	

HR – High Risk: Seriously below grade level and in need of substantial intervention
 MR – Moderate Risk: Moderately below grade level and in need of additional intervention
 LR – Low Risk: At grade level
 AA – Above Average: At or above the 60th percentile

Note: Pending future research, the ORF assessment conducted in the Fall for first grade is not color coded on this chart as an indication of risk status. However, estimated risk levels will be identified within the PMRN.

* Effective: July 2006
 Revised September 2006



Oral Reading Fluency Risk Level Calculation Practice

Student Score = 113

Risk Level Determination if:

- a. Second Grade, Assessment 1:
- b. Second Grade, Assessment 3:
- c. Third Grade, Assessment 2:

a. Above Average
b. Above Average
c. Above Average



Oral Reading Fluency

Frequently Asked Questions

1. In the ORF subtest, do the reading levels at each grade stay constant throughout the year of testing? How are the reading levels determined?

The reading levels for each of the ORF measures remain relatively constant throughout the year at each grade level. The readability of all passages was estimated using the Micro Power and Light readability software that provides nine readability indices. The Spache readability was selected as it best represented all nine methods. The following readabilities of the stories were found using the Spache: First grade story readabilities were 2.0 – 2.3, Second grade readabilities were 2.4 – 2.7, and third grade readabilities were 2.8 – 3.1. Stories are randomly selected and, therefore, can vary slightly across the year. There is no planned method used to increase the readability of passages as the year progresses. The entire technical report that describes this determination can be obtained from the University of Oregon's DIBELS® website at http://DIBELS.uoregon.edu/techreports/DORF_Readability.pdf.

2. How is a student's ORF calculated when a student skips an entire line? Are the words in the omitted line counted as errors or is the omitted line ignored in the calculation of the fluency score?

With Oral Reading Fluency, if a student skips an entire line of text, each word in the line is counted as an error. This scoring rule is in contrast to the rule for skipped lines with the Letter Naming Fluency measure. With LNF, an entire line that is skipped is not counted as letters read correctly or incorrectly. The rationale for counting skipped lines as errors of omission with ORF is based on the fact that omitting words when reading text significantly impacts comprehension. The words read correctly score does not change if the skipped line is ignored or counted as an error. However, the error rate is a helpful number in determining a student's instructional level in reading.

3. Some people may fail to use the discontinue rule for the Oral Reading Fluency section and continue to administer the second and third passages. Do you take the score from the first passage since the administration should have been discontinued or take the median score from all three passages?

The purpose of the discontinue rule is to stop testing when there is little chance that you will gain additional, meaningful information from continued testing. In the case of ORF, if the student scores less than "10" on the first passage, he or she is more than likely going to read somewhere in that range on the other passages. This student is essentially a non-reader, this experience is frustrating, and continued testing with additional passages is probably not going to yield different results.

However, if one does go ahead and administers the other two passages, it makes sense to take the median score; and this is recommended in this situation.

4. The scoring form for ORF indicates that the 'middle score' is recorded as the student's score. Is the 'middle score' the same as the 'median?'

Yes. We often had confusion on the more technical term, "median," and chose to use the words "middle score." This score is obtained by recording the three scores, crossing out the lowest and highest scores, and the remaining score is the "middle" or "median" score representing the student's ORF. Adjustments have been made to the 2005-2006 scoring forms to help eliminate this confusion.

5. The Scott Foresman Oral Reading Fluency target for the end of first grade is 60 Correct Words Per Minute. The DIBELS® ORF target for end of first grade is 40 or higher. Please clarify why these targets are so different.

The Scott Foresman recommendations were based on a large sample of students on a wide variety of reading materials. The end-of-year fluency norms (correct words per minute) obtained from the study were then used to generate a rule-of-thumb for estimating end-of-year desired reading rates for these students as follows:

Grade 1: 60

Grade 2: 90

Grade 3: 120

The end-of-year reading fluency scores that are associated with the DIBELS® are based on large samples of students who were administered the DIBELS® oral reading fluency measures, their performance on subsequent early literacy skills, and the odds that they would or would not be successful on these subsequent skills. They do not necessarily represent the desired targets but establish a minimal score where later reading success is highly likely. It is interesting to note that the average performance (the 50th percentile) of first grade students taking the DIBELS® at the end of the first grade year is 60 correct words per minute. The cutoff scores established at the University of Oregon were based on the odds of a student being able to achieve subsequent early literacy goals and outcomes. These odds then translate into the risk categories. The low risk level represents those students at or above the 40th percentile. The moderate risk are those that fall generally between the 20th and 40th percentiles, and the high risk are those that are roughly equivalent to those at the 20th percentiles.

In summary, the Scott Foresman recommendations are desired levels of performance, the DIBELS® levels of performance are a minimal requirement to have a high probability of later reading success. Teachers should strive to have all students perform well above the minimum levels on all DIBELS® measures, including ORF.

6. On the ORF assessment, if a student scores a ten or above on the first passage, then below ten on the next story, do you discontinue testing?

No, if a student scores ten or more on the first passage, both the second and third passages should be administered. The discontinue rule only applies when a student scores below ten on the first passage. After the remaining passages are administered, the median score can be obtained. For example, if a student scores “11,” “5,” and “6,” the median score would be “6.”

7. If a student finishes the ORF passage in under a minute, but skipped one or two lines, do you still use the prorating formula?

Yes, you would use the prorating formula by multiplying the correct number of words by 60, then dividing this product by the number of seconds taken by the student to read to the end of the passage.

8. If students read the title of the passage incorrectly on the ORF test, should they be corrected?

No. If they read the title incorrectly, just ignore this error and don't start the stopwatch until the first word in the story is read. If a student struggles on one of the words in the title, simply direct the student to the first word in the story by saying, 'Begin here.'

9. What do you do if a student does not read an ORF passage appropriately, but reads random words from the story instead?

It is the responsibility of the test administrator to make sure that all students understand what they are being asked to do on these measures. It may be necessary to “train” students to perform certain tasks before proceeding. In the case of ORF, remind students that they must read each word in the story and let them know, again, that you will tell them any word they do not know. It may help to direct them to place their finger under each word as they go across the page. If it is deemed an appropriate accommodation for a particular student, place a ruler under each line of text to aid in tracking.

10. Is it appropriate to translate the ORF passages into Spanish for an ESOL student?

No, it is not appropriate to translate the English version of the DIBELS® passages into Spanish. The goal is for the student to learn to read in English. However, it is acceptable to read the directions for the measure in Spanish, to be sure that the student understands the task.

The University of Oregon does have a version of the DIBELS® in Spanish that can be downloaded from the respective website. Should the teacher want to have information on the reading skills of a student with Spanish text, this is an appropriate way to gain this information. The Spanish measures are IDEL – Indicadores Dinamicos del Exito en la Lectura.

11. There is a discrepancy in the training manual on the discontinue rule for ORF. The directions for scoring state, 'If the student does not read any words correctly in the first row, discontinue.' However, in the DIBELS® ORF assessment Integrity Checklist it states that the examiner should follow the discontinue rule if the student does not get any words correct in the first five words. Which rule should I follow?

Follow the rule of none correct in the first row. The authors of the DIBELS® materials have been notified of this discrepancy and confirm that the first row rule is the correct one.

12. If a student reads the words 'did not' as 'didn't,' would this be counted as an error?

Yes, forming a contraction from two words would be considered a word substitution error and, therefore, scored accordingly.

13. If a student pronounces the word 'read' as /reed/, as in the sentence, 'I like to read,' and it is supposed to be pronounced /red/ as in, 'I read a book yesterday,' would this be considered an error?

Yes, this mispronunciation changes the word from present tense to past tense and would be considered an error.



Oral Reading Fluency Resources

K-1 Student Center Activities. <http://www.fcrr.org/Curriculum/studentCenterActivities.htm>.

2-3 Student Center Activities. <http://www.fcrr.org/Curriculum/studentCenterActivities23.htm>.

Reading Program Reports. <http://www.fcrr.org/FCRRReports>.

What Works Clearinghouse. <http://www.whatworks.ed.gov>.

Big Ideas in Beginning Reading. <http://reading.uoregon.edu>.

Put Reading First. <http://www.nifl.gov>. <http://www.nifl.gov/partnershipforreading/PFRbooklet.pdf>.

Put Reading First: A Parent Guide. http://www.nifl.gov/partnershipforreading/reading_first2.html.

FCRR DIBELS® Parents Brochure. <http://www.fcrr.org/assessment/PDFFiles/ParentBrochure.pdf>.

Frequently Asked Questions about DIBELS®. <http://www.fcrr.org/assessment/pdf/faqs/faq.pdf>.

University of Oregon Technical Report #11: Decision Rules.

http://dibels.uoregon.edu/techreports/decision_rule_summary.pdf.

FCRR Briefing Paper "Determining Instructional Levels Using DIBELS® Data: Common Patterns of Scores and Decisions, July 2004".

http://www.fcrr.org/assessment/word/Determining_Instructional_Level.doc.

Florida Center for Reading Research (Technical Assistance for Florida Schools).

<http://www.fcrr.org>. assessments@fcrr.org.

National Reading First Technical Assistance Center. <http://www.readingfirstsupport.us/default.asp>.